

STATINTL

8 October 1976

MEMORANDUM FOR THE RECORD

FROM : [REDACTED]
Deputy Director for Operations Training

SUBJECT: Talk Before Graduate Students at the University
of Texas

STATINTL

1. On 6 October I traveled to Austin to address two groups of graduate students at the University of Texas. This visit had been arranged through the good offices of [REDACTED], the Southwestern regional recruiter, who felt that a presentation on the Agency today might be helpful to him in gaining access to a wider range of potential candidates for Agency employment.

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2. [REDACTED] arrangements were flawless. I arrived in Austin about 1300 and by 1330 was addressing a group of about 50 graduate students and faculty. The framework was the Policy Process Course taught by Dr. Dagmar S. Hamilton at the LBJ School of Public Affairs. The course itself has about 15 students. Others present were law students and other interested faculty. (Also present was a reporter from the Texas University daily paper. I spoke with him before my talk and told him that I would designate any comments which should be off the record. Due to the reporter's presence, I was less specific in naming people and places than I would have been.)

3. The subject of my talk was "Foreign Policy Formulation--The Intelligence Input." The seminar lasted for two hours and was interspersed with questions. I sought to trace the development of the Agency since its creation in 1947 and outlined ways in which it contributes to foreign policy. This was similar to the talk which I gave at Williams College last May.

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4. About a dozen students participated actively in questioning me during my talk. Their attitudes ranged from skepticism to hostility, but all questions were put to me in a courteous tone. In no case did a question reflect an unquestioningly supportive attitude toward the Agency. Quite predictably, the questions centered on covert action, assassination, and the supposed tendency of the Agency to act on its own volition. My responses were listened to quite respectfully, and following the talk, my most active interrogator came up and thanked me for my "candor and rational viewpoint." My feeling was that many of those who asked no questions were more favorably inclined toward the Agency. I noted several students approach [] to ask for his calling card. The student newspaper reporter asked no questions, and assured me that he would respect our ground rules. [] [] hearing this, said he expected a noncontroversial and abbreviated report of my talk to appear in the student paper. STATINTL

5. Dr. Sydney Weintraub, the Dean Rusk Professor at the LBJ School, also attended the talk and introduced me to the students. He has served as both a Deputy Administrator for AID and a Deputy Assistant Secretary of State. Weintraub spoke in generally favorable terms of the Agency's development, and cited a notable improvement in its analytical product, particularly in the last five or six years. Following the talk, Dr. Hamilton told me that my remarks had been fully pertinent to the structure of her course, and that the talk had been "worth two or three weeks of normal class study."

6. We then shifted to the Texas University Center for Asian Studies where I addressed a mixed group of about 20 faculty and graduate students. Dr. F. Tomasson Jannuzi, the Asian Center Director, introduced me to the group. The discussion there, which lasted about 90 minutes, focused more on regional problems, particularly those of Latin America and South and Southeast Asia. Again, the questioning from both students and faculty was searching, and I was impressed by the detailed knowledge which individual students possessed about recent developments in Korea, Japan, Chile, and India. At the end of this talk, I was thanked warmly by Dr. Jannuzi and

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several students came up to say that their impression of the Agency had been changed by what they heard me say. This basically benevolent reaction carried over to a small cocktail party at the Faculty Club. I asked several faculty members and students whether they felt that this sort of appearance was worth doing. The answer was very positive in terms of what they had learned about the function of today's CIA. Two or three of the more sensitive observers said that they had wondered whether the Agency had been trying to "propagandize" them, but that the pertinence of my talk to the structure of Dr. Hamilton's course had strongly mitigated this feeling.

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7. [] was pleased with the day's activities saying that he had achieved better access to both the LBJ School and the Area Studies Department than he had had before. He agreed that appearances of this sort should be "apropos of something," such as Dr. Hamilton's course.

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8. I was highly impressed with the quality of both faculty and students, and was struck by the fact that at the University of Texas, which [] rates as the outstanding academic institution in his area, the Agency is regarded with skepticism and some hostility by a significant number of students and faculty. I felt, however, that all minds were open and that a presentation of this sort was useful in partially countering some misconceptions which had existed before.

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9. [] has promised to send feedback and faculty reaction to the Director of Personnel, and once his report has come in, we will be in a better position to judge whether future gambits of this sort are worth undertaking. I thoroughly enjoyed the day and feel that [] represents the Agency extremely well. In the evening he arranged for me to interview a truly outstanding CT candidate. This interview alone would have made the trip worthwhile.

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cc: DTR
DDO
D/Pers
A/DCT

Release 2002/05/02 01:23:00
LYNDON B. JOHNSON
SCHOOL OF PUBLIC AFFAIRS



The Lyndon B. Johnson School of Public Affairs offers an interdisciplinary graduate program for students interested in public service careers. The two-year program leads to a master's degree in public affairs. The curriculum is student-oriented and research based, focusing on relevant public problems and issues. Students and faculty conduct research on current issues in public affairs, working closely with state, federal, and local government agencies, legislators, and executive officials.

The program is designed for students coming directly from an undergraduate institution, as well as for persons involved in a career who wish to return to school. Admission to the School is based on merit.

Write to: Lyndon B. Johnson School of Public Affairs
The University of Texas at Austin
Drawer Y, University Station
Austin, Texas 78712

THE UNIVERSITY OF TEXAS
AT AUSTIN



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THE PROGRAM OF APPROVED FOR RELEASE 2002/05/02 : CIA-RDP79-00498A000700050028-0

The First Year

Core Courses. In the first year, emphasis is placed upon developing basic analytic skills and understanding of the policy process. These are required courses. An undergraduate background in quantitative studies, economics, and government is helpful and students are encouraged to take preparatory work in these areas in advance of enrolling in the School. But students without such a background should not be discouraged from applying.

1. *Research and Management Skills Course (two semesters).* To help prepare for planning, implementing, and evaluating public policies and programs, students are taught a working knowledge of research methods and operations; statistical analysis, and related computer utilization skills; and systems planning, financial management, and human resources management. The objective of the course is to train generalists who are able to use and to cope with these tools which are so widely employed in public policy formation and administration, rather than to prepare students for careers as statisticians, management experts, or research technicians. Further, the course is directed towards public affairs, and not simply one to develop skills.

2. *The Policy Process Course (two semesters).* In this public affairs course students are acquainted with the basic ways of policy development in the American governmental system. The emphasis is on understanding the process of policy formation and implementation in the political, legislative, administrative, and judicial forums. The organization and functioning of public agencies are stressed. Basic standards, rules, and practices of public administration are covered. The course aims to provide actors aspiring to the public stage with a knowledge of the ways government and the public sector work, or can be made to work, to suit the ends of public policy-making or implementation.

3. *The Political Economy Course (two semesters.)* This course focuses on the interactions of the government and the economy and the impact of each on the other. It is neither a course in political science nor in economics, but a distinct approach using elements of each. Because political economy plays such a large role in public affairs, the course is fundamental to understanding the policy process. The broad scope of political economy in public policy is reflected in the fact that the course will deal with matters such as efficiency in resource allocation, the distribution of income, stabilization policy, and tax and expenditure policy. In addition, students are exposed to such special techniques as cost benefit analysis and program budgeting.

4. *The Policy Research Project (two semesters).* Every student takes two Policy Research Projects, one each year. A project generally consists of teams of 15 first- and

different discipline—working with a governmental agency. Its output is an analytic report to that agency on an important public policy problem. Students are asked to learn simultaneously the ways of doing research and the ways of public affairs, at the same time that they share responsibility with the faculty for producing useful and important policy data, ideas, and recommendations for public evaluation.

Students in projects have dealt with problems facing state, local, and national agencies in areas of: water resource development and management, land resource management, child development, welfare administration, property tax administration, energy policy, post secondary education, social service delivery systems, poverty, arts policy, the status of women, and transportation.

Between the First and Second Years— The Summer Internship

A required internship with a public agency involves work and rated output, and deepens the student's understanding of public affairs. Placements are made throughout the United States at all levels of government.

The Second Year

The student is required to take a second Policy Research Project, and assignments are based on the policy problems available for study and the logistic requirements of assembling the team. Students have a relatively unconstrained choice among the several Topical Seminars and can chart out their own programs with the required Independent Policy Project course.

1. *Topical Seminar Courses (two semesters).* Topical Seminars derive from a faculty member's interest and research in a policy problem of current importance and provides an opportunity for students to examine a major policy problem in depth. Topical Seminars deal with such topics as political behavior and ethics; defense policy; urban housing policy; collective bargaining; Presidential decision making; government and the media; higher education policy; Texas policy toward the aged; state and local finance; and materials and resources policy.

2. *Independent Policy Projects Course (two semesters).* This course usually involves research in an area of a student's special interest. The student chooses a project with a policy orientation and of interest to a governmental official or agency. The project involves significant creative activity that can be documented and evaluated.

3. *Policy Research Project (two semesters).* See discussion under First Year program.

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sources of The University of Texas are available to LBJ School students. A four-year joint degrees program in Law and Public Affairs was initiated in 1975, and a joint program with Engineering is being developed.

FACULTY

The faculty, drawn from many disciplines, have substantial experience in public service.

Lynn F. Anderson: public financial policy and management; state and local government; urban affairs. **R. Keith Arnold:** research administration; natural resources; forestry. **Victor Arnold:** economic development; natural resources planning. **Victor E. Bach:** urban housing and social policy. **Marlan Blissett:** public policy and processes; energy policy; science and public policy. **Albert A. Blum:** national and international labor and industrial relations; civil-military relations. **Kenneth Boulding:** general social and economic dynamics; international relations; peace research. **Henry David:** economics; behavioral sciences; science policy. **David Eaton:** environmental systems analysis planning. **Peter T. Flawn:** natural resources and environment; geological sciences. **John A. Gronouski:** public finance and economics; international affairs; politics. **Dagmar S. Hamilton:** law and government; judicial process; civil rights. **Kingsley E. Haynes:** urban geography; regional development; environmental analysis; spatial impact of public policy decision. **Jared E. Hazleton:** economic theory; industrial organization; money and banking; natural resources and environment. **Allan S. Mandel:** public finance; urban economics. **Beryl A. Radin:** social policies planning; social welfare policy; politics of evaluation. **Emmette S. Redford:** public policy formation; public administration. **Lodis Rhodes:** social psychology; social differentiation. **Gerard A. Rohlich:** environmental engineering. **Richard L. Schott:** federal executive branch; state government operations. **Jurgen Schinandt:** political philosophy; science, technology, and public policy; social policy. **Stephen H. Spurr:** botany; forestry; natural resources and environment. **Kenneth W. Tolo:** public policy analysis; education and manpower policy. **David C. Warner:** public finance; development economics; health policy. **Sidney Weintraub:** international affairs; international monetary trade, and development of public affairs policy. **G.M. Williams, Jr.:** urban and regional planning; transportation policy.

COSTS AND FINANCIAL AID

Costs vary with marital status, standards of expectations, residency requirements, and other factors so that only general cost guidelines can be given. Taking all these factors into account the average cost per school year ranges from \$3,000 to \$4,700. Grant and loan funds are generally available to help finance such costs under the several federal and state programs, if the student can meet their eligibility criteria. In addition, the LBJ School has fellowship funds to pay student stipends, which are awarded on the basis of merit and need.

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The Center for Asian Studies

The Center for Asian Studies at The University of Texas at Austin is unique within the region it serves. The Center's many specialized scholars on Asia offer nearly 100 courses in Asian Studies which thoroughly integrate work in the social sciences, the humanities and the fine arts. The extensive library resources on Asia which are available at The University of Texas at Austin further complement the growing program of the Center for Asian Studies.

The Center is comprised of men and women who are committed to teaching and scholarship which leads undergraduates and graduates to an improved understanding of the great civilizations of Asia. The core faculty are from various disciplines and departments. Unity of purpose comes from a shared belief that Americans within the re-

The Center for Asian Studies Program

SOUTH ASIAN STUDIES

For the South Asian region, courses of instruction are provided in anthropology, economics, education, government, history, philosophy, literature, linguistics, art and music. Language instruction is provided in important languages of the region, including Hindi, Sanskrit and Telugu. Special tutorial programs can be offered on request in Urdu, Kannada, Malayalam and Tamil.

EAST ASIAN STUDIES

For the East Asian region, courses of instruction are provided in anthropology, geography, history, government, literature, linguistics, philosophy and music. Language courses are offered in both modern and classical Chinese and Japanese.

UNDERGRADUATE STUDIES

The undergraduate program of the Center is a concentration, rather than a major. However, a B.A. degree program is to be inaugurated in the Fall of 1975. Under the present program, requirements for an Asian concentration include at least 30 hours of Asian content courses. Generally, Asian content courses may be applied to satisfy requirements of a student's departmental major, minor and/or B.A. degree electives.

GRADUATE STUDIES

No graduate degrees are awarded specifically in the field of Asian Studies. However, graduate students in various disciplines are encouraged by Center faculty to do graduate work which focuses on an Asian region and involves intensive study of an Asian language. A wide variety of graduate level courses are offered by faculty of the Center.

PROGRAM NOTES

The Center's faculty are active in producing books, monographs, articles and other scholarly works in the field of Asian Studies. The Center itself publishes "Occasional Papers" of the faculty and disseminates reprints of faculty articles.

The Center annually sponsors a series of lectures on Asian topics. These lectures are open to the public. A wide variety of topics are usually presented, reflecting the diverse interests of Center faculty and students.

In 1973-74 the Center inaugurated a Fine Arts Program which in its first year presented performances of classical Chinese music and both classical and folk dance of India. This program represents another dimension of the Center's continuing effort to acquaint its students (and the greater community) with aspects of Asian culture.

THE TEXAS FIELD STAFF

The Center for Asian Studies formally established a "Field Staff" affiliated to the National Committee on U.S.-China Relations in October, 1973. The Field Staff, comprised of faculty, students and staff of the Center, has been carrying on an active and highly diversified Asian Studies educational program in the public schools of Texas. The Field Staff has held more than 32 workshops and inservice training programs for school teachers and students in the past 12 months. It has also been recognized as a leading group of its kind by the National Committee on U.S.-China Relations and the National Endowment for the Humanities (which has provided grants-in-aid for the community outreach activities of the Field Staff). The director of the Field Staff, Mr. Robert Walton, is employed by the Center and maintains his office in the Center's central secretariat.

Prior to the formal establishment of the Field Staff, the faculty and staff of the Center had done volunteer work in the greater community served by The University of Texas. With the formal establishment and funding of its Field Staff, the capacity of the Center to move systematically to disseminate information about Asia in the community outside of the University is greatly enhanced.

FACULTY OF THE CENTER FOR ASIAN STUDIES

Those faculty of the Center for Asian Studies who currently teach courses that directly relate to Asia are included under the South and East Asian faculty listing. Those faculty whose courses support the general program in Asian Studies will be found under the Associated Faculty listing.

SOUTH ASIA FACULTY

| | |
|---------------------------|--|
| G. V. Desani | Philosophy |
| John W. Grubbs | Music of India, Japan, China |
| *Robert L. Hardgrave, Jr. | Indian politics and political development |
| F. Tomasson Jannuzi | Economic development of India and Pakistan |

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中國日報

Dr. F. Tomasson Jannuzi, Director
Center for Asian Studies
The University of Texas at Austin
Social Work Building, Rm 322
Austin, Texas 78712

भारत

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gion served by The University at Austin must have access to information and training that will equip them to relate meaningfully to the peoples of Asia who represent more than half of all mankind.

Since 1960 the Center for Asian Studies has been producing increasing numbers of informed people in the field of Asian Studies. Recent products of the Center's program include a young man working on the formulation of international monetary policy in the office of the Secretary of the Treasury, a journalist with Asian language skills, a young woman selected for the Foreign Service and a young man serving in Washington as an economic research officer monitoring Asian dimensions of the world food crisis.

The Center's continuing commitment is to the training of a new generation of men and women who have sufficient knowledge of the languages, cultures and histories of Asian peoples to assure peaceful and progressive interaction with them in a rapidly changing and increasingly interdependent world community.

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| | | | |
|--------------------|--|-----------------------|--|
| † Ram Joshi | Politics in India | David Foley | Anthropology, Southeast Asia |
| Sumitra Katre | Sanskrit, Indian linguistics | Kenneth David Jackson | The Portuguese in Asia |
| John A. Laska | Education planning in India | * Winfred P. Lehman | Linguistics, Sanskrit |
| Michael W. Meister | Art and architecture of India | William Roger Louis | History, Imperialism |
| Gail Minault | History of India | Samuel Popkin | Asian politics and political development |
| † Naomi Owens | North Indian music | Walt W. Rostow | Economic history and development |
| Raymond Owens | Anthropology, Indian ethnology | Thomas K. Seung | Chinese Philosophy |
| Edgar C. Polomé | Sanskrit, linguistics, comparative religion | Annette Weiner | Southeast Asian cultural and social anthropology |
| Raja Rao | Buddhist and Hindu philosophy | | |
| Russell M. Reid | Ethnography and physical anthropology of India and Sri Lanka | | |
| * James R. Roach | South Asian politics | | |
| Andree Sjoberg | Indian literature and Dravidian linguistics | | |
| Herman Van Olphen | Hindi language and linguistics | | |
| Richard Williams | Hindi language and literature | | |

* On leave, 1974-75

† Visiting Faculty, 1974-75

EAST ASIA FACULTY

| | |
|---------------------|---|
| * Gordon A. Bennett | Political science, China and Japan |
| William R. Braisted | Japanese and East Asian history |
| John B. Cornell | Anthropology, Japanese culture and social structure |
| Jeannette L. Faurot | Chinese language and literature |
| Charles Greer | Geography of East Asia |
| Kevin Lin | Asian Collection Librarian |
| † Keiko McDonald | Japanese language and literature |
| * Edward L. Rhoads | East Asian history |
| Mary Sanches | Anthropology of Japan, China and Korea |
| † Susan Shirk | East Asian politics |
| † William Speidel | East Asian history |
| * Roy E. Teele | Chinese and Japanese language and literature |
| Sian Lin Yen | Chinese and Japanese language, literature and linguistics |

ASSOCIATED FACULTY

| | |
|-------------|--|
| John Bordie | Linguistics and curriculum instruction |
|-------------|--|

For further information contact:

Dr. F. Tomasson Jannuzi, Director
Center for Asian Studies
The University of Texas at Austin
Social Work Building, Rm 322
Austin, Texas 78712
(512) 471-1191



PLEASE NOTE that after the 49th

Executive Development Program
the tuition will be \$3100.**something of value****current cost
and logistics
of the four-week
executive
development
program:**

The fee for the program is \$2800 payable in advance to accompany the application. Checks should be made payable to the University of Houston and mailed to the Director of the Management Development Center. The fee includes tuition, books, supplies, lodging, breakfast, and lunches. It also includes dinners preceding evening classes and special events.

**these programs
are scheduled:**

48th Session—March 7th-April 2nd, 1976
49th Session—September 26th-October 22nd, 1976
50th Session—March 6th-April 1st, 1977
51st Session—September 25-October 21, 1977
52nd Session—March 5-March 31, 1978

**the executive
wife**

The last day of the program is devoted to the role of an executive's wife in a changing industrial society. The program vividly portrays the impact of changing social values on wives, their families, and their husbands' jobs. In small group sessions the multitude of roles a wife must carry out in relation to her husband's organizational efforts and to the practices of business organizations is discussed. Central in the day's activity is a discussion of the character and value of the arts in the life of a contemporary executive's wife. The discussion evaluates the selection of art objects, media in entertainment, and new art forms. The presence of wives at our final ceremony would make it a fitting climax of their husbands' learning experience.

for further information

Donald B. Sparks, Director
Management Development Center
College of Business Administration
University of Houston
Houston, Texas 77004
Telephone: (713) 749-1181, 749-3915, or
749-3932.

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Conference leaders include University of Houston Graduate School faculty, distinguished visiting lecturers and counterpoint speakers. University of Houston senior faculty includes:

**conference
leaders**

James R. Brown

Associate Professor of Quantitative Management Science.

A. Benton Cocanougher

Associate Professor of Marketing & Department Chairman.

Ben M. Enis

Professor of Marketing.

Vance A. Elnyre

Assistant Professor of Quantitative Management Science.

Richard I. Evans

Professor of Psychology.

Winford E. Holland

Associate Professor of Organizational Behavior & Management.

William H. Hoffman

Professor of Accounting.

William J. Kretlow

Associate Professor of Finance.

Robert W. Lawless

Dean, College of Business Administration.

William B. Lee

Associate Professor of Systems & Operations Management & Department Chairman.

R. Charles Moyer

Associate Professor of Finance.

Gordon H. Otto

Associate Professor of Quantitative Management Science & Department Chairman.

Joel W. Sallors

Associate Professor of Economics.

Robert E. Seiler

Professor of Accounting & Department Chairman.

Samuel V. Smith

Professor of Marketing.

Donald B. Sparks

Director, Management Development Center.

Bette A. Stead

Professor of Systems & Operations Management.

Andrew D. Szilagyi

Assistant Professor of Organizational Behavior & Management.

Francis S. Yeager

Associate Professor of Finance & Department Chairman.

John V. Zuckerman

Professor of Organizational Behavior & Management and Deputy Director of the Energy Institute.

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"He who obtains has little, he who scatters has much."
—Lao-Tzu

**distinguished
visiting lecturers
and
counterpoint
speakers**

Typical Distinguished Visiting Lecturers

June Benefield

Columnist, Houston Chronicle.

Tom M. Davis

L.L.B., Butler, Binion, Rice, Cook & Knapp,
Government Regulations Expert.

Claude Lilly

L.L.B., Labor Mediation Expert.

Frank Mastrapasqua

Vice President and Chief Economist at
American General Capital Management, Inc.

L. J. Welgle

Corporate Secretary, Exxon Company-USA.

**Representative of the Executives
Comprising the Executive Panel Are:**

William W. Bryan

Vice President, Entex, Inc.

Durell Carothers

Chairman of the Board,
Allright Auto Parks, Inc.

Frank Horlock, Jr.,

Chairman of the Board,
Pearl Brewing Company.

Leonard F. McCollum

Chairman of the Board,
Capital National Bank.

E. Clyde McGraw

Chairman of the Board,
Transco Energy Company.

John E. Whitmore

Chairman of the Board,
Texas Commerce Bank.

At the close of subject sequences, a representative from business, government, or labor counterpoints the program. Typical counterpoint sessions have included:

"Counterpoint on Economics", **Thomas R. Early**, President Investment Advisors.

"Utilizing Economic Data in Policy and Corporate Planning", **Richard J. Gonzalez**, Economic Consultant, former Vice President of Exxon Company-USA.

"Nutrition and Managerial Health", **John C. Holland**, Assistant Professor, Health & Physical Education.

"The Government Scene," **Barbara Jordan**, Member of the Congress of the United States.

"Corporate Relations in a Changing Environment", **James M. Qulgley**, Vice President-governmental affairs, Champion International.

"Problems in Communicating Labor's Needs to Management", **James W. Smith**, International Representative, United Steelworkers of America.

"The Government Scene", **Charles Stewart, Jr.**, President, Machinery & Allied Products Institute.

"Counterpoint on Finance", **Jerold Wizo-waty**, Chairman of The Concertina Group, Mergers and Acquisitions Consultant.

"Impact of Environmental Trends on Corporate Politics", **Frank L. Worley, Jr.**, Professor of Engineering, University of Houston.

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board of directors

The Management Development Center is oriented toward the changing needs of business. It gets its direction by consultation with interested senior executives from a number of industries.

Planning Board

| | |
|---------------------------|---|
| Ed Burris | Past President, Texas Manufacturers Association. |
| Charles A. Carter | President, Tex-Tube Division, Detroit Steel Corporation. |
| Raymond Hollday | Chairman of the Board & Chief Executive Officer, Hughes Tool Company. |
| Don Jordan | President, Houston Lighting and Power. |
| Sam Keeper | President, Ruder & Finn of Texas. |
| A. J. Layden | President, Allright Auto Parks, Incorporated. |
| E. L. Miller | Chairman of the Board, Cooper Industries Incorporated, and Chairman of the Planning Board, MDC. |
| Wally Rankin | Houston Works Manager. Armco Steel. |
| Dawson Sterling | President, American General Life Insurance Company. |
| James Whatley | President, Kaneb Services, Incorporated. |
| L. J. Welgle | Corporate Secretary, Exxon Company-USA. |
| Don Willhelm | President, Transco Energy Company. |
| *Philip G. Hoffman | President, University of Houston. |
| *Robert W. Lawless | Dean, College of Business Administration, University of Houston. |

*Ex Officio

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something of value

**typical
executive development
program
schedule**

Sunday Orientation

- | | |
|--------------|--|
| 4:00 p.m. | Registration. Assistant to the Director will meet participants in lobby of hotel. |
| 5:00 to 5:30 | Orientation to Management Development Center and University facilities; Introductions and Committee Roles—Director, Management Development Center. |
| 5:30 to 6:00 | Management Development: Program Overview and Objectives, Program Coordinator, Executive Development Program. |
| 6:30 to 7:30 | Cocktails and dinner. |
| 8:30 p.m. | Individual preparation time for next day's |

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Typical executive development program schedule

| | | | | | | |
|-------------------|----------------------|--|---|--|---|--|
| First Week | A.M. | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | 8:30 to 10:00 | <i>OBM</i> Organization as a Social System | <i>ECON</i> Economic Specialization & Exchange | <i>ACTG</i> FIMOF: Introduction to Operating Concepts | <i>ECON</i> Markets and The Economy | <i>FIN</i> Interest Factor in Financial Decisions & Capital Budgeting |
| | Break 10:30 to 12:00 | Planning, Organizing, Staffing & Control Processes | National Income and Wealth | | Market: An Introductory Sub-System | |
| | P.M. | LUNCH | | | | |
| | 1:15 to 2:45 | <i>SOM</i> Systemic Approach to Operations Management: | <i>FIN</i> Introduction to Financial Management & Its Environment | <i>ACTG</i> FIMOF: Continuation <i>MKT</i> Systematic Approach to Marketing | <i>ACTG</i> Financial Statement Analysis Flow of Funds | <i>OBM</i> Decision Making Exercise #1: Moonwalk |
| | Break 3:15 to 4:45 | Strategy, Technique, & Applications | | | | |
| | 4:45 to 5:45 | A Chat With The Dean | Group Review | Orientation to INTOP** | Group Review | INTOP |
| DINNER* | | | | | | |
| | | Individual Study | Individual Study | INTOP Session | Individual Study | INTOP 1, 2, 3 & 4 |

* Cocktail Hour prior to dinner.

** INTOP is a business simulation game played by competing teams of participants.

| | | | | | | |
|--------------------|----------------------|---|--|--|--|---|
| Second Week | A.M. | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | 8:30 to 10:00 | <i>MKT</i> Marketing Opportunity Assessment & Planning | <i>FIN</i> COST of Capital | <i>QMS</i> Statistical Concepts in Decision Systems | <i>FIN</i> Capital Budgeting & Risk Analysis: Capital Structure | <i>SOM</i> Systems and Operations Management |
| | Break 10:30 to 12:00 | Marketing Case Problem | <i>ECON</i> Monetary and Fiscal Policy | | | |
| | P.M. | LUNCH | | | | |
| | 1:15 to 2:45 | <i>OBM</i> Individual Behavior: Perception | <i>OBM</i> Decision Making Exercise #2: Space Tower | <i>GEN</i> Family Tax Planning | <i>GEN</i> Public Relations and the Company | <i>GOVT</i> Counterpoint: The Government Scene |
| | Break 3:15 to 4:45 | Individual Behavior: Motivation | | | | |
| | 4:45 to 5:45 | | Group Review | | Group Review of INTOP Program | |
| DINNER* | | | | | | |
| | | Individual Study | INTOP 5 | INTOP 6 | Individual Study | Free Time |

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Third Week

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------------|--|---|---|--|---|
| 8:30 to 10:00 Break | SYS Concepts in the Design of a Control System | GEN Women in Industry | FIN New Developments in Lease Financing | SYS Interface of Functional Areas With Control Systems | LABOR Unionization: Living With The Union |
| 10:30 to 12:00 | Total Planning and Control Models | FIN Money & Short Term Financing | Business Combination Movements | QMS Decision Models | |
| P.M. | LUNCH | | | | |
| 1:15 to 2:45 Break | POLICY Business Policy Case | OBM Learning, Problem Solving & Communication | OBM Leadership & Managerial Style | ACTG Budgeting Structure | LABOR INTOP: Negotiation Process |
| 3:15 to 4:45 | | Small Working Group Concepts | | | |
| 4:45 to 5:45 | <i>Counterpoint:</i> Economics | Group Review | <i>Counterpoint:</i> Finance | Group Review | <i>Counterpoint:</i> Nutrition & Health |
| | DINNER* | | | | |
| | INTOP 7 | INTOP 8 | INTOP 9 | Individual Study | INTOP 10 |

* Cocktail Hour prior to dinner.

Fourth Week

| A.M. | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | HUSBANDS | WIVES |
|---------------------|--|---|--|---|--|---|
| 8:30 to 10:00 Break | OMS Statistical Techniques in the Decision Process | MKT Developing A Competitive Marketing Strategy | POLICY Business Policy Case | POLICY <i>Counterpoint:</i> Managerial Resource Review | Company Reports | 8:30-9:30 Art and the Business Community |
| 10:30 to 12:00 | SOM Forecasting | Marketing Case Problem | GEN Managing Time/ Working With Your Boss | POLICY Executive Panel | Critique of Program | 9:45-10:45 Care and Feeding of Husbands |
| | | | | | | 11:00-11:45 What Your Spouse Has Been Up to the Past Month |
| P.M. | LUNCH | | | | | |
| 1:15 to 2:45 Break | OBM Communication Feedback Process | GOVT Government & Business Relations | OBM Organizational Structure | OBM Behavioral Problems Created by Control Systems | 1:15-3:30 Combined Husbands & Wives Program | |
| 3:15 to 4:45 | FIRO-B | | | Integration of Behavioral Sessions | | |
| 4:45 to 5:45 | <i>Counterpoint:</i> Labor | Group Review | <i>Counterpoint:</i> Impact of Environmental Trends on Corporate Policies | | | |
| | | | | | | |
| | DINNER* | | | | | |
| | INTOP 11 | INTOP 12 | Individual Study | Free Time | | |
| | | | | | | |

6:30 Social Hour & Graduation Dinner



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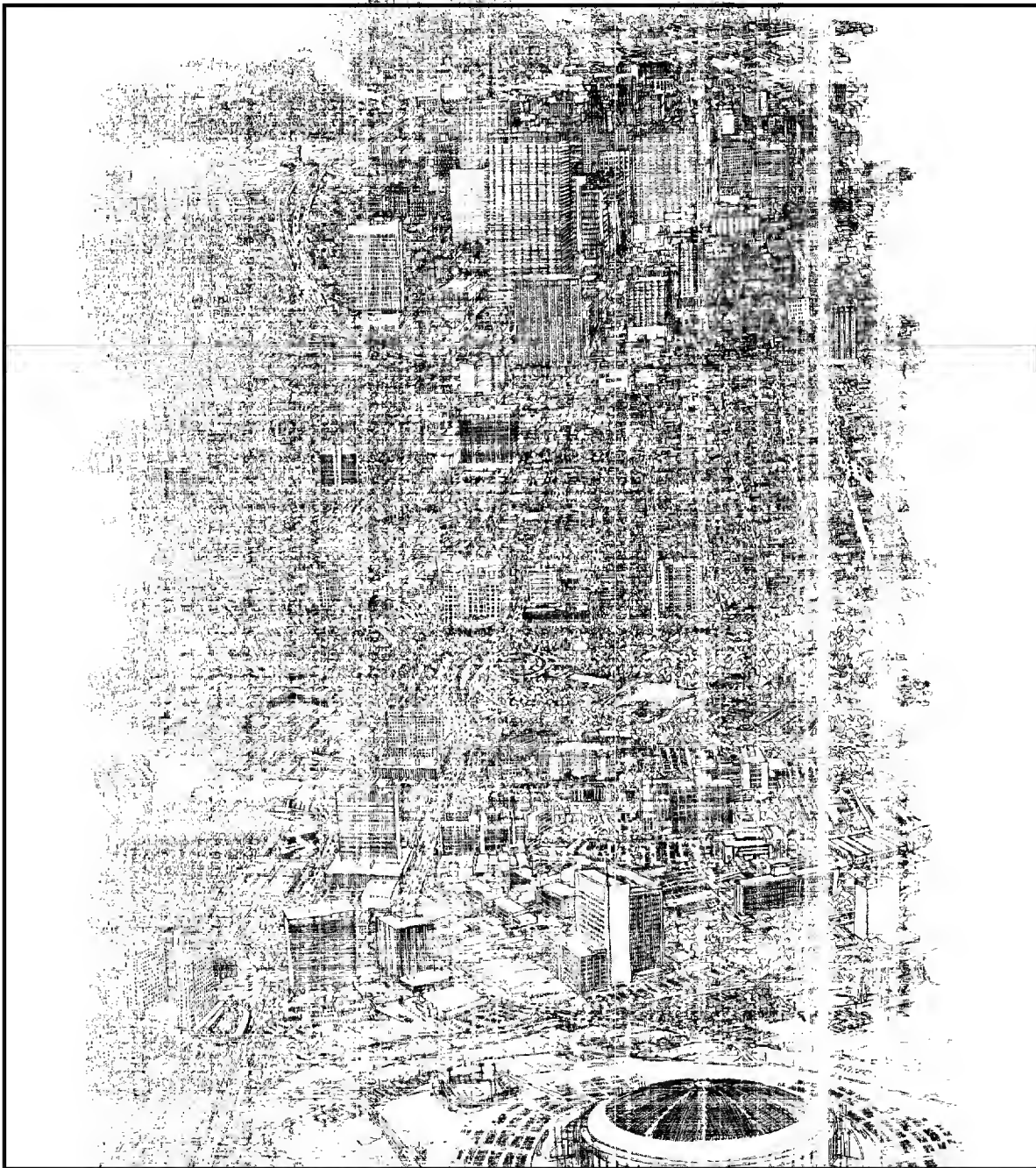
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executive
development



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Application for Admission to



**the executive
development
program**

College of
Business Administration

Please attach a photograph
of head and shoulders, 2¼ x 2¼

session: _____
date: from _____ **to** _____

Please return completed application to:
Donald B. Sparks, Director
Management Development Center
College of Business Administration
University of Houston
Houston, Texas 77004
Phone (713) 749-3932
749-1181 or 749-3915

personal data

Name _____ Nickname _____
Position _____ Date of Birth _____
Organization _____
Address _____ Zip _____
Home Address _____ Zip _____
Office Phone _____ Home Phone _____ Marital Status _____ Wife's Name _____
Recreational Interests _____

education

College(s) _____ Major _____ Degree(s) _____

Other Training Programs Attended _____

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TO PROCESS THIS APPLICATION, WE REQUIRE
THE COMPANY FEDERAL EMPLOYERS' TAX
IDENTIFICATION #

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|



present position

Nature of Position _____

_____ Date Began _____

Number of Persons Reporting to You _____ Total Number in Your Group _____

Division/Company Size: Number Personnel _____ Sales Volume _____

Person to Whom You Report _____

Clearly Describe Your Major Duties _____

organization sponsorship

Recommended by _____

Title _____ (Another Company) _____

Address _____ Zip _____

Authorized by (if different from above) _____

Title _____

Address _____ Zip _____

Signature of Authorizing Official _____

Signature of the Applicant _____ Date _____

Total charges for the Program are due and payable to accompany this application. If an accepted applicant finds it necessary to withdraw from the course within one month prior to the beginning of the session, the sponsoring organization may make a replacement, provided the candidate is acceptable to the Program, or be refunded one-half of the total charge for the session.

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**executive
development**

the management
development center
began 1948
at the
university of houston

CPYRGHT



something of value—
a needed dimension in
executive development



**organizations are composed
of systems that interlock.**

Managers can best solve problems that beset organizations when they understand these interlocking relationships.

That is the **something of value** managers gain from our four-week programs. It is the key that helps them understand the:

1. Social system of an organization,
2. Operating management system,
3. Business environment system.

It equips managers for increased management responsibility as it:

1. Informs them of economic, technological, and environmental developments,
2. Strengthens their insight into managerial behavior and skills,
3. Develops their ability to control the planning and analytical phases of diverse organizational functions,
4. Enables them to develop a balanced, company-wide perspective,
5. Increases their awareness of company-industry relationships.

It functions within:

1. Realistic business simulations,
2. Systems analysis of executive planning,
3. Analysis of the total organization at the policy level.

"We have met the enemy, and he is us."
—Pogo

designed

for mature
men and women
in management



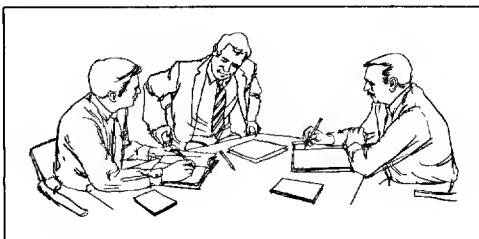
the executive development program has been designed for the mature man or woman whose management assignments have demonstrated that they have potential to advance to senior level positions.

Participants selected for the Executive Development Program find that:

1. Age of managers attending typically ranges from 35 to 45,
2. Various types and sizes of business organizations are represented,
3. Experience and an inquiring mind are more important than formal educational background.

The Director of the program has found that best results are obtained when:

1. Participants sever their business responsibilities during the program,
2. International participants are able to speak and understand English with reasonable proficiency.



"Those who cannot remember the past are condemned to repeat it."

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the
learning
experience



by the end of the first week, participants begin to integrate the systems that relate to a total organization. They become involved in a complex, absorbing, and intensive learning experience:

1. International Business Simulation—the first of three approaches used to integrate systems. It begins at the end of the first week, when five or six management teams of four members each review operating and financial reports. They begin to compete with each other in a realistic three-year business situation.

This computerized simulation offers management the option of concentrating on manufacturing, sales, or research and development. It compels managers to separately coordinate diverse data. It introduces flexibility through transfers of funds from one facility to another, inter-firm negotiations, mergers. Realistic changes in the business environment—strikes, technological breakthroughs, tax changes—are built in.

By the end of the fourth week, participants have a clear indication of the results of their decisions on

2. Overall Planning, Organizing, and Controlling—the second approach. It involves intensive analyses and problem solving in the areas of developing organizational subsystems and control structures. This phase also requires development of corporate strategy and awareness of levels and limits of planning toward the goal of balanced executive action.

3. Total Organization Case Analyses—the third approach. The scope of the participant's vision is broadened by intensive analyses of actual business situations. They must make policy decisions for companies drawn from eight different industries. They integrate financial, behavioral, marketing, and economic data used in small group discussions. They correlate historical information, balance sheets, marketing reports, economic reports, and operating reports for broad, top-level decision making.

"The result of the educative process is capacity for further education."

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increasing awareness
of impact
on others



During specific task oriented sessions, task teams are video recorded. Managerial behavior is monitored by a behavioral scientist who makes notes about individual leadership style, use of power, skill in planning, organizing, and controlling company operations.

Then each team uses video tape playbacks of key situations from the task exercise to analyze behavior. The behavioral scientist provides commentary to increase each individual's awareness of the impact he or she has on others. Playback helps to achieve beneficial attitude change without detrimental side effects.

"You have not converted a man because you have silenced him."

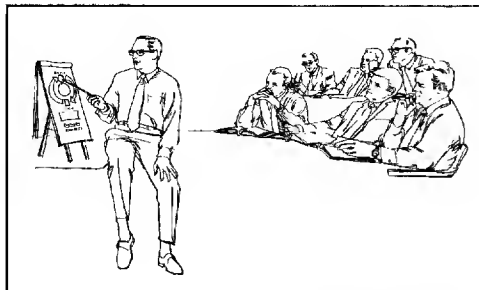
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method



the executive development program achieves unity and reality through: systems design and simulation training, and:

1. Personal involvement—through role playing, simulations, small group problem analysis,
2. Discussions—built around carefully selected reading assignments,
3. Conceptual understanding—stress on new ideas in the management sciences and systems approach,
4. Participation—each program limited to 20 to 24 managers,
5. Lecture sessions—relevant, kept to a minimum,
6. Readings—forwarded to participants before the program begins.



"We are all continually faced with a series of great opportunities brilliantly disguised as insoluble problems."

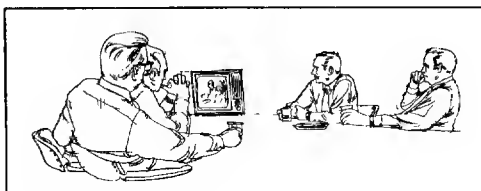
the heart
of the
program



participants in the executive development program begin with an overview of the organization and its systems. Then they examine, study, and discuss:

1. Operating Management Systems,
 - (1) Decisions Systems
 - (2) Information Systems
2. Social System of Organizations,
 - (1) Behavior and Motivation
 - (2) Structure and Communications Networks
 - (3) Changing Patterns
3. Business Environment Systems,
 - (1) Economics
 - (2) Marketing
 - (3) Finance
 - (4) Labor
 - (5) Government

The program design integrates these systems.



"The great difficulty in education is to get experience out of ideas."

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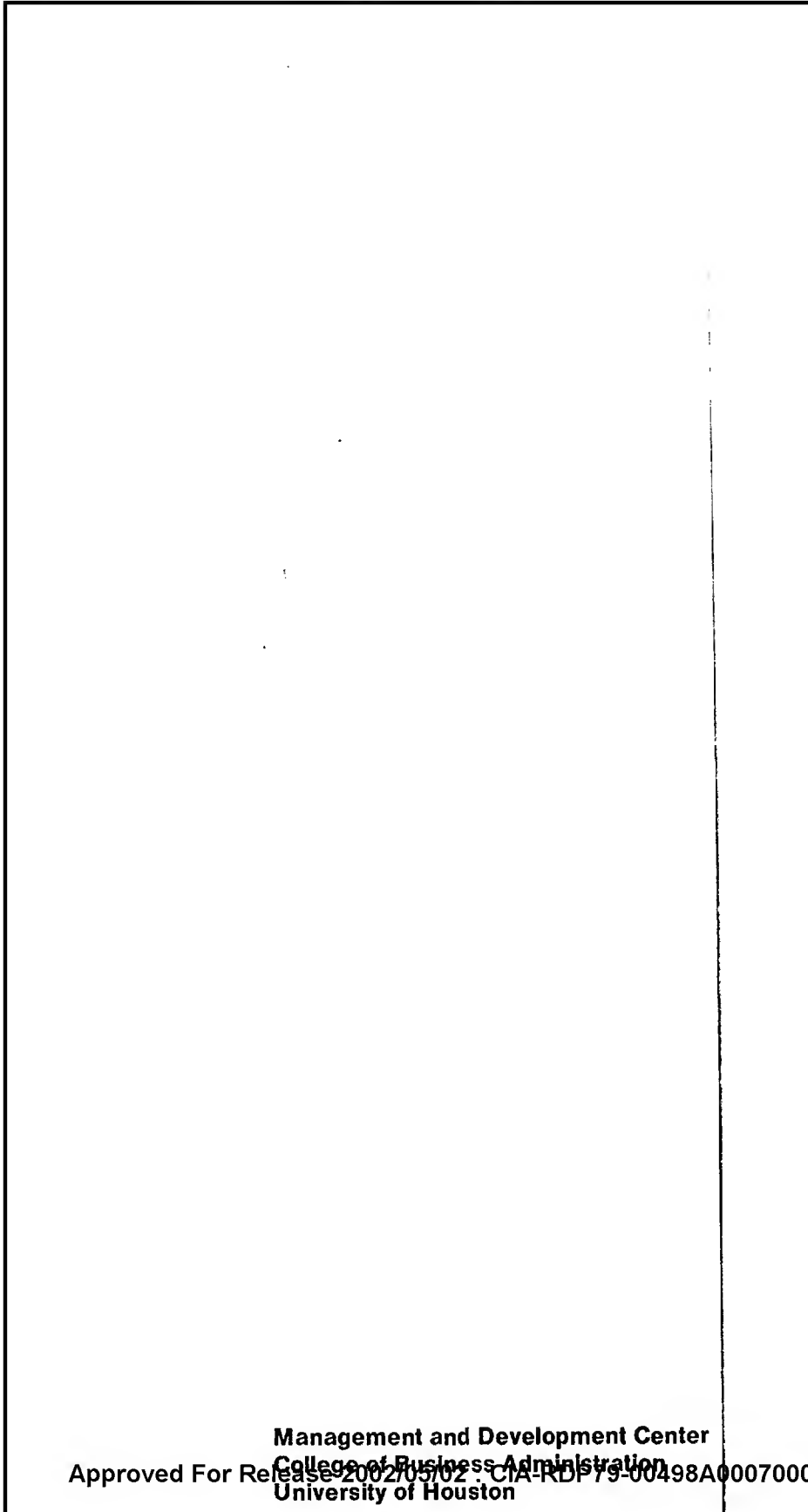
something of value
programs
sponsored by
the management development
center



Typical Programs and Seminars Include:

- The Executive Development Program
- Series One Institutes (customized for individual companies)
- Health Sciences Management Seminar
- Advertising Institute
- American Savings & Loan Leadership Program
- City of Houston Police Academy

CPYRGHT



Management and Development Center
College of Business Administration
University of Houston

25X1A

ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Mr. [redacted] s Talk Before Graduate Students
at the University of Texas

FROM:

John F. Blake
Deputy Director for Administration
Room 7D-24, Headquarters

EXTENSION

5454

NO.

DDA 76-5098

DATE

18 October 1976

TO: (Officer designation, room number, and building)

DATE

RECEIVED

FORWARDED

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1. DDCI
Room 7D-6011

19 OCT 10/19

occasionally briefed in
I believe you will find
the attached of interest.

2. DCI
Room 7D-5607

20 OCT 1976

25X1A 3. 21 OCT 1976

4. [redacted]
Executive Registry
76-3723

25X1A

25X1A

25X1A 5. [redacted]

6. [redacted]

*This is especially interesting
because [redacted] spent
a few months on the Texas
staff before taking up
his present job. Prior
to 1975 he was COB,*

7. [redacted]

8. [redacted]

9. [redacted]

10. 25X1A

25X1A

11. [redacted]

Att: DDA 76-5098

12. [redacted]

Distribution:
Orig RS DDCI/DCI w/Orig
of Att

13. [redacted]

1 - ER

14. [redacted]

15. [redacted]

STATINTL

ROUTING AND RECORD SHEET

File Training 5

| | | | |
|---|----------|--|---|
| SUBJECT: (Option 1) | | Mr. [redacted] Talk Before Graduate Students at the University of Texas | |
| FROM: John F. Blake Deputy Director for Administration Room 7D-24, Headquarters | | EXTENSION 5454 | NO. DDA 76-5098 DATE 18 October 1976 |
| TO: (Officer designation, room number, and building) | DATE | | OFFICER'S INITIALS |
| | RECEIVED | FORWARDED | |
| 1. DDCI Room 7D-6011 | | | I believe you will find the attached of interest. |
| 2. DCI Room 7D-5607 | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. STATINTL | | | |
| 10. | | | |
| 11. | | | |
| 12. Att: DDA 76-5098 - Memo for the Record fr [redacted]; Same Subj; 8 October 1976 | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

Att: DDA 76-5098

Distribution:
Orig RS - DDCI/DCI w/Orig of Att
1 - ER w/att
1 - DDA Subject w/att
1 - DDA Chrono w/o att
1 - JFB Chrono w/o att
DDA:JFBlake:der (18 Oct 1976)